

A National Framework for Inclusion in Education in Scotland 3rd edition

1. Being a Teacher in Scotland

Professional Standards		
<ul style="list-style-type: none"> • Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality. • Demonstrating a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning. • Demonstrating a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent. • Understanding and challenging discrimination in all its forms, particularly that which is defined by the Equality Act 2010. • Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles. • Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society. 		
Student Teachers	All Teachers	Experienced Teachers
<p>What is it to be human?</p> <p>Do I know and understand the principles of the UNCRC and their interconnected nature?</p> <p>How well do I know my learners? Are some learners more valued than others and, if so, why?</p> <p>Who is considered to be disadvantaged/marginalised? Who makes these judgements?</p> <p>In what ways do I ensure the diversity of learners is valued in my classes? How do I make sense of differences?</p>	<p>How do I know that my practice ensures that all learners can meaningfully engage and participate in effective and inclusive educational experiences?</p> <p>How do my relationships with learners reflect a commitment to the Equality Act 2010, The Promise, the ASN Act 2009, and the principles of the UNCRC?</p> <p>How do I move beyond labels and categories and draw on the rich experiences and strengths of learners to enhance inclusive classroom practices?</p> <p>In what ways do I ensure that all learners contribute to the shaping of classroom practices?</p>	<p>How do I model an appreciation for the value and dignity of each and every learner?</p> <p>How do my practices acknowledge and negotiate tensions between competing rights? How do they acknowledge and balance tensions between intrinsic and extrinsic values in education?</p> <p>What range of diverse cultural and linguistic funds of knowledge do I draw on to inform my professional judgements for inclusion?</p>

<p>In what ways does this enhance inclusion and a sense of belonging?</p> <p>What is the school's approach to the role of the corporate parent?</p> <p>What does this mean for me, and in what ways does this help to shape my classroom practices?</p> <p>What does it mean to adopt a rights-respecting perspective in my emerging classroom practices?</p> <p>In what ways are my emerging practices inclusive of all learners without stigmatising or marginalising some?</p>	<p>How does this enhance everyone's sense of inclusion and of belonging?</p> <p>To what extent does this influence the degree to which all learners are allowed to be and become in my classroom?</p> <p>How do I support care-experienced learners to have their needs met?</p> <p>How do I make sense of differences within the context of collegial working?</p>	<p>In what ways has engagement with diverse cultural funds of knowledge and representations of learners helped to reframe my practice?</p> <p>What are my responsibilities to address discrimination when it occurs?</p> <p>What actions do I take to notice, recognise and address discrimination when it occurs?</p> <p>What role do I play in ensuring my school maintains a rights respecting culture?</p> <p>How do I acknowledge and negotiate the ethical tensions that emerge in a rights respecting culture?</p> <p>What further steps can I take to develop my professional judgements and partnerships to enhance the inclusion of all in my classroom and school?</p>
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